

ELL CO-OP PLC WIDA/GSE Alignment Project

Reading

Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge

R:ERS:1:1 Demonstrates phonemic awareness and applies phonological knowledge and skills by ...

R:ERS:1:1.1	Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at).
Level 1 Entering	Listen and repeat a familiar segmented word and match it to a picture.
Level 2 Beginning	Identify beginning and ending onsets and rimes in familiar words by saying the sounds aloud (e.g., look at the word <i>bat</i> and say <i>b-at</i>), using word charts.
Level 3 Developing	Read familiar words by blending onset and rime, with a partner.
Level 4 Expanding	Construct and familiar segment words given orally, using manipulatives such as letter tiles or magnetic letters (e.g., given the word <i>bat</i> , students construct the word with letter tiles and segment it into <i>b</i> and <i>at</i>).
Level 5 Bridging	Replace the first letter of a familiar onset-rime word that has been constructed using letter tiles or magnetic letters, to make a different familiar word. (e.g., replace the <i>c</i> in <i>cat</i> with a <i>b</i> to form <i>bat</i>).

R:ERS:1:1.2	Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n).
Level 1 Entering	Listen and repeat as the teacher reads the segmented phonemes of familiar words; then match the words to pictures.
Level 2 Beginning	Segment and blend beginning, middle, and ending phonemes in familiar words, using manipulatives such as letter tiles or magnetic letters (e.g., teacher says <i>bat</i> , child creates the word with a manipulative and says <i>b-a-t</i> ; or teacher says <i>b-a-t</i> , child uses a manipulative to create the word and says <i>bat</i>).
Level 3 Developing	Segment/blend and match familiar words to pictures, with a partner.
Level 4 Expanding	Blend and read familiar one-syllable words in context, with a partner or small group.
Level 5 Bridging	Blend and read unfamiliar one-syllable words in sentences or stories, using an alphabet chart.

R:ERS:1:1.3	Isolating phonemes in single syllable words (e.g., “Tell me the first sound in ‘mop’;” “Tell me the last sound in ‘mop,’” “Tell me the middle sound in ‘mop.’”).
Level 1 Entering	Match beginning or ending sounds of familiar words to pictures (for example, using a phonics workbook page, identify beginning or ending sounds of pictures identified by the teacher).
Level 2 Beginning	Identify the middle sounds in the names of familiar objects or pictures identified by the teacher.
Level 3 Developing	Identify each sound in a familiar one-syllable word pronounced by the teacher, with a partner.
Level 4 Expanding	Create familiar words pronounced by the teacher, using manipulatives (e.g., letter tiles, magnetic letters).

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Level 5 Bridging	Write the sounds heard in words pronounced by the teacher.
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R:ERS:1:1.4	Deleting phonemes in one-syllable words (“What is “crust” without the ‘c’?”).
Level 1 Entering	Repeat familiar one-syllable words read by the teacher; repeat as the teacher models how to drop the sound.
Level 2 Beginning	Delete the first or last letter of a familiar written word, supported by a picture; then read the new word.
Level 3 Developing	Listen as the teacher reads a familiar word; then choose a picture that represents that word with a deleted phoneme (for example, child hears <i>stop</i> and chooses picture of a <i>top</i>).
Level 4 Expanding	Delete a phoneme from a word chosen from a list of familiar words; then tell a partner what the new word is.
Level 5 Bridging	Say aloud pairs of words where the second word is the same as the first, but with a phoneme deleted.

R:ERS:1:1.5	Producing pairs of rhyming words.
Level 1 Entering	Match pictures of familiar words that rhyme, in a small group.
Level 2 Beginning	Match familiar written words to pictures of objects that rhyme with the written word, in pairs.
Level 3 Developing	Use word wheels or word ladders to read familiar rhyming words, with a partner.
Level 4 Expanding	Produce and discuss familiar rhyming words in a word family, in a small group.
Level 5 Bridging	Brainstorm pairs of rhyming words, in a small group; then write a story or poem, with an illustration, using some of the rhyming words.

R:ERS:1:1.6	Counting syllables in 1 to 4-syllable words.
Level 1 Entering	Count syllables in a familiar word as a teacher says the word and claps.
Level 2 Beginning	Clap and count syllables in a familiar word spoken by the teacher, in a small group.
Level 3 Developing	Count the number of syllables in a familiar word mentally as the teacher says the word aloud; then compare the number counted with a partner.
Level 4 Expanding	Identify the number of syllables in familiar 1- to 4-syllable words read by a partner, and compare the number with the partner's count.
Level 5 Bridging	Segment syllables in a written word by drawing lines to distinguish the syllable break (e.g., piz / za). and draw a picture to represent the word.

Early Reading Strategies (ERS:2) Concepts of Print

R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by ...

R:ERS:1:2.4	Identifying title, author, illustrator.
Level 1 Entering	Identify the title of a book when the teacher points to it.

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Level 2 Beginning	Identify the names of the author and illustrator when the teacher points to them.
Level 3 Developing	Point to and identify the title of a book, with a partner.
Level 4 Expanding	Point to and identify the names of the author and illustrator of a book, with a partner.
Level 5 Bridging	Identify the title, author, and illustrator of a book.

R:ERS:1:2.5	Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks).
Level 1 Entering	Identify a period when the teacher points to it.
Level 2 Beginning	Identify question and exclamation marks when the teacher points to them.
Level 3 Developing	Match punctuation to sentences read aloud by the teacher by holding up a card with the correct punctuation mark (e.g., period, question mark, exclamation mark); then repeat the sentence with appropriate intonation.
Level 4 Expanding	Find and point to examples of quotation marks in leveled text, and explain to a partner why we use them.
Level 5 Bridging	Read from a grade-level text with intonation appropriate to the punctuation, and identify basic punctuation marks.

R:ERS:1:2.6	Demonstrating 1-1 matching of words spoken to words in print.
Level 1 Entering	Match a word spoken by the teacher to the appropriate word card in a set of two cards.
Level 2 Beginning	Match words spoken by the teacher to words on a list.
Level 3 Developing	Match words spoken by the teacher to words on a word wall.
Level 4 Expanding	Match words spoken by the teacher to words in 3-5 word sentences.
Level 5 Bridging	Demonstrate 1-1 matching of words spoken to words in any print.

Word Identification Skills and Strategies (WID)

R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...

R:WID:1:1.1	Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge. EXAMPLES (regularly spelled one and two syllable words): bat, kitten, classroom
Level 1 Entering	Sound out a known word shown with a picture and said by the teacher (e.g., teacher shows word <i>hat</i> , picture of a hat, and says <i>hat</i> ; student says the sounds represented by the letters <i>h-a-t</i> , and then the word <i>hat</i>).
Level 2 Beginning	Sound out a known word shown without a picture and said by the teacher (e.g., teacher shows word <i>sit</i> , and says <i>sit</i> ; student says the sounds represented by the letters <i>s-i-t</i> , and then the word <i>sit</i>).
Level 3 Developing	Sound out an unknown word shown and said by the teacher (e.g., teacher shows the word <i>clap</i> , and says <i>clap</i> ; student says the sounds represented by the letters

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	<i>c-l-a-p</i> , and then the word <i>clap</i>).
Level 4 Expanding	Sound out a known two-syllable word shown and said by the teacher (e.g., teacher shows the word <i>kitten</i> , and says <i>kitten</i> ; student says the sounds represented by the letters <i>k-i-t-e-n</i> , and then the word <i>kitten</i>).
Level 5 Bridging	Sound out an unknown two-syllable word shown and said by the teacher (e.g., teacher shows the word <i>badly</i> and says <i>badly</i> ; student says the sounds represented by the letters <i>b-a-d-l-y</i> , and then the word <i>badly</i>).

Vocabulary Strategies (V:1)

(Assumes a variety of text and increasing text complexity across grade levels.)

R:V:1: Students identify the meaning of unfamiliar vocabulary by ...

R:V:1:1.1	Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading).
Level 1 Entering	Use illustrations to determine the meaning of unknown words while listening to a leveled picture-book story being read aloud.
Level 2 Beginning	Make self-connections to the title and illustrations of a leveled text before hearing it read (e.g., before reading about a circus, tell about a visit to a circus), with a partner, and use those connections to determine the meaning of unknown words while listening to the story.
Level 3 Developing	Ask questions and make predictions while reading a leveled text with a partner, and use the answers and the predictions to understand unfamiliar vocabulary.
Level 4 Expanding	Use context clues to identify and understand unknown words in a leveled text.
Level 5 Bridging	Use self-questioning strategies to read and comprehend a text.

Breadth of Vocabulary (V:2)

R:V:2. Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...

R:V:1:2.1	Identifying synonyms and antonyms to connect new words to known words.
Level 1 Entering	Match picture cards showing sets of familiar antonyms.
Level 2 Beginning	Match synonyms by choosing a word from a word bank and writing it next to its synonym.
Level 3 Developing	Produce an antonym for a word given by the teacher, with a partner.
Level 4 Expanding	Produce synonyms for words given by the teacher, in a small group.
Level 5 Bridging	Rewrite a given sentence replacing the underlined word with its antonym and/or synonym, using a word bank.

R:V:1:2.2	Selecting appropriate words to use in context.
Level 1 Entering	Match vocabulary words to pictures.

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Level 2 Beginning	Choose the correct picture card, from a set of three, to fill in a blank in a simple sentence.
Level 3 Developing	Complete cloze activities, using a word bank.
Level 4 Expanding	Write sentences using words from a word bank, with a partner.
Level 5 Bridging	Write a story on one topic, using several words from a word bank.

Initial Understanding of Literary Text (LT:1) (Assumes increasing text complexity across grade levels)

R:LT:1 Demonstrate initial understanding of elements of literary texts by ...

R:LT:1:1.1	Identifying characters or setting in a story.
Level 1 Entering	Point to a picture of a main character in a leveled story read aloud by the teacher.
Level 2 Beginning	Draw a picture of a character from a leveled story read aloud by the teacher.
Level 3 Developing	Identify the main characters in a leveled story read aloud by the teacher.
Level 4 Expanding	Identify the setting in a leveled story read aloud by the teacher.
Level 5 Bridging	Identify and describe the characters and setting of a story read aloud by the teacher or read independently by the student, using a graphic organizer.

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2) (Assumes increasing text complexity across grade levels)

R:LT:1:2 Analyze and interpret elements of literary texts read aloud or read independently, citing evidence where appropriate by ...

R:LT:1:2.1	Making predictions about what might happen next, and telling why the prediction was made.
Level 1 Entering	Select the appropriate picture to complete a series that tells part of a familiar story.
Level 2 Beginning	Draw a picture of what will most likely happen next after hearing the teacher read the beginning of a leveled story.
Level 3 Developing	Listen to the beginning of a leveled story; then discuss in a small group what might happen next and why.
Level 4 Expanding	Listen to the beginning of a leveled story; then write a prediction of what might happen next and why, with a partner.
Level 5 Bridging	Listen to the beginning of a story; then write a prediction of what might happen next, and use evidence from the story to justify the prediction.

R:LT:1:2.2	Identifying physical characteristics, personality traits, or possible motives of main characters.
Level 1	Identify physical traits of characters in a leveled story that has been read aloud, by

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Entering	drawing pictures of them.
Level 2 Beginning	Identify personality traits of characters in a leveled story that has been read aloud, by making a character web, with a partner.
Level 3 Developing	Compare different characters from the same leveled story or from different stories, in a small group.
Level 4 Expanding	Describe the motive of a character in a leveled story for a decision made, with a partner (e.g., <i>The Little Red Hen planted wheat because she wanted to make bread</i>).
Level 5 Bridging	Write a sentence describing a character from a story (physical trait, personality trait, and/or motives).

R:LT:1:2.3	Making basic inferences about the text. EXAMPLE: "Why did the wolf want to blow down each pig's house?"
Level 1 Entering	Look at picture books with the teacher as the teacher discusses how characters may be feeling based on facial expressions.
Level 2 Beginning	Draw a picture of how a character feels after listening to a leveled text.
Level 3 Developing	Create riddles about story characters after hearing and discussing a story (e.g., <i>He is mean. He likes to huff and puff. He blows down houses. Who is he?</i>)
Level 4 Expanding	Read a leveled story in a small group with a teacher; make inferences about what happens, and give supporting details from the text that tell why this is happening.
Level 5 Bridging	Read a story with a partner; make inferences about what happens, and give supporting details from the text that tell why this is happening.

Initial Understanding of Informational Texts (IT:1) (Assumes increasing text complexity across grade levels)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by ...

R:IT:1:1.1	Obtaining information, using text features (e.g., title and illustration). EXAMPLE: "From the title, what do we think this book will tell us?"
Level 1 Entering	Predict what a book will be about by looking at the title and cover, using single words or short phrases.
Level 2 Beginning	Preview the illustrations of a leveled informational text, and draw a picture to show what the book is about.
Level 3 Developing	Read the title of a leveled informational text and tell what the book is about, with a partner.
Level 4 Expanding	Discuss in a small group what each illustration of an informational text tells about the topic of the book.
Level 5 Bridging	Summarize the text, based on information from the title and illustrations.

R:IT:4:1.2	Using explicitly stated information to answer questions. EXAMPLE: "Where do penguins live?"
Level 1 Entering	Point to a picture to answer a question asked by the teacher.
Level 2	Answer a question asked by the teacher, using single words or short phrases

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Beginning	taken from the text.
Level 3 Developing	Underline or highlight answers to questions asked by the teacher.
Level 4 Expanding	Complete a cloze paragraph that answers a series of questions about a topic, using a word bank.
Level 5 Bridging	Use a graphic organizer to answer a series of questions about a topic.

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2) (Assumes a variety of text and increasing text complexity across grade levels.)

R:IT:2: Analyze and interpret informational text read aloud or independently, citing evidence as appropriate by ...

R:IT:1:2.1	Telling what was learned. EXAMPLE: "What do penguins eat? Show me where you found that information?"
Level 1 Entering	Draw a picture to show what was learned from a leveled informational text read aloud.
Level 2 Beginning	Label a picture about the topic of a leveled informational text read aloud, using the text.
Level 3 Developing	Tell a partner what you learned from reading a leveled informational text, and discuss any differences.
Level 4 Expanding	Use a graphic organizer to record information from a leveled informational text read independently, listing the page in the text where the information was found.
Level 5 Bridging	Explain to the class what was learned from independent reading of a grade-level informational text with supporting illustrations.

R:IT:1:2.2	Identifying the topic of the text or explaining the title. EXAMPLE: "What is this about?"
Level 1 Entering	Look at the title of a leveled informational text and identify what the book will be about.
Level 2 Beginning	Draw a picture of the main idea of a leveled informational text, after reading the text with a partner.
Level 3 Developing	Generate a title for a leveled paragraph after listening to it or reading it.
Level 4 Expanding	Listen to a short leveled paragraph, discuss it in a small group, and identify what it is about.
Level 5 Bridging	Read a grade-level informational text and identify the main idea.

R:IT:1:2.3	Making basic inferences or drawing basic conclusions. EXAMPLE: "From what we just read, why do you think firefighters wear special uniforms?" Explain your reasons.
Level 1 Entering	Match sets of related pictures from a leveled informational text.
Level 2 Beginning	Sort pictures from a leveled informational text into categories (e.g., a firefighter's tools and a firefighter's clothing).
Level 3 Developing	Answer basic inferential questions about a leveled informational text and give supporting details (e.g., <i>Why do fire trucks have sirens? So people know they are coming.</i>).

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Level 4 Expanding	Read a leveled informational text with a partner; make inferences or draw conclusions about what was read; then have the partner agree or disagree with the inference or conclusion and explain why.
Level 5 Bridging	Read a grade-level informational text; write a short paragraph telling about an inference or conclusion made from the text, and explaining reasons for making it.